



2013 MCAS Alternate Assessment (MCAS-Alt)

Overview for Educators

Massachusetts Department of Elementary and Secondary Education
with
Measured Progress

Welcome

- **Introductions**
 - Measured Progress
 - Teacher Consultants
 - Training Specialists
- **Goals for the session:**
 - Give you tools and strategies for constructing the alternate assessment
 - Understand the alternate assessment process
 - Understand how to write a measurable outcome

Let's Agree to:

- Pay Attention
 - Cell phones, email, and internet
- Participate
 - Minimize side chats, seek to understand
- Take care of your needs
 - Coffee, breaks
- Parking Lot
 - “I have a student....”

“It takes less time to do a thing right, than to explain why you did it wrong.”

Henry Wadsworth Longfellow 1835

MCAS-Alt Security Requirements

- Your role is to ensure that evidence is:
 - authentic and portrays student performance accurately.
 - not replicated, altered, or fabricated.
- Regardless of students' participation in similar classroom activities, evidence must reflect each student's unique abilities and performance.
- ESE may request fact-finding investigation if irregularities are found or reported.

IEP/504 teams must decide

“Who Should Take MCAS-Alt?”

If the student....

Is generally unable to demonstrate knowledge and skills on a paper-and-pencil test, even with accommodations and is;

Is working on learning standards that have been substantially modified due to the nature and severity of their disability and;

receives intensive, individualized instruction in order to acquire and generalize knowledge and skills,

...he or she should take the MCAS Alternate Assessment in that subject.

Individual decisions must be made each year in each subject required for assessment.

Can teams consider other students for MCAS-Alt?

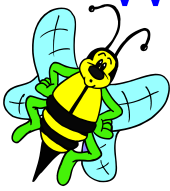
YES, The team may recommend the MCAS-Alt when the severity and complexity of the disability prevent the student from fully demonstrating knowledge and skills on the standard test, even with the use of accommodations.

Background Information



about been call
and am big boy can car
ask but come
one two three
seven eight nine

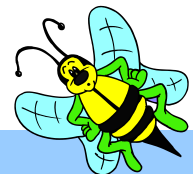
What's the “Buzz:” MCAS-Alt Terminology

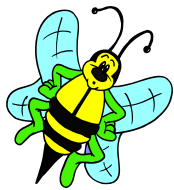


Resource Guide: Manual used to determine instruction for students with disabilities based on the *Massachusetts Curriculum Frameworks*.

Content Area: The subject in which an MCAS-Alt portfolio is submitted: e.g., English Language Arts (ELA), Mathematics, Science & Technology/Engineering (STE)

Strand: a cluster of learning standards in a content area organized around a central idea, concept, or theme. (e.g., Composition)



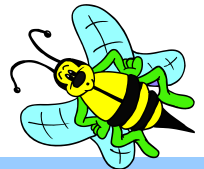


What's the “Buzz:” MCAS-Alt Terminology

Domain: a larger group of related standards in the 2011 *Curriculum Framework for Mathematics*. (e.g., Functions)

Cluster: group of related standards in the 2011 *Curriculum Framework for Mathematics*, of what all students should know. Is the essence of the standard. (e.g., Define, evaluate, and compare functions)

Standard: statement of what *all* students should know and be able to do. (e.g., 8.F.1 - Understand that a function is a rule that assigns to each input exactly one output.)

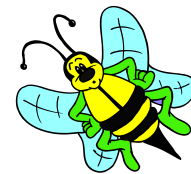




What's the “Buzz:” MCAS-Alt Terminology

Entry Points: found in the resource guide as outcomes based on a learning standard at a lower level of complexity or difficulty.

Measurable Outcome: an observable goal (targeted skill) for the purpose of assessing a student on the MCAS-Alt over a period of time.



Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities

- A **curriculum guide** used as the basis for identifying skills to be assessed in the MCAS-Alt portfolio.
- Describes the “**essence**” of each learning standard (i.e., big ideas, summary of topics covered).
- Outlines a progression of skills from more-to-less complex (“**entry points**”) for each grade-level learning standard.

Resource Guide: ELA

Learning Standards and “Essence”

Content
Area and
Strand

CONTENT English Language Arts
STRAND Language
General Standard 4: Vocabulary and Concept Development
Students will understand and acquire new vocabulary and use it correctly in reading and writing.

Grade Level: PreK – K; 1 – 2; 3 – 4

Learning
Standards

“Essence” of
Standards

Grades	Learning Standards as written		Essence of the Standard(s)
PreK – K	4.1	Identify and sort common words into various classifications (<i>colors, shapes, textures</i>).	<ul style="list-style-type: none"> Identify/sort/classify words Use language to describe objects/events
	4.2	Describe common objects and events in general and specific language.	
	4.3	Identify and sort common words into conceptual categories (<i>opposites, living things</i>).	<ul style="list-style-type: none"> Identify and sort words into conceptual categories Identify and use the following: <ul style="list-style-type: none"> base words and their inflectional forms words with multiple meanings common antonyms common synonyms compound words (composed of common words) Predict the meanings of unknown words Use a beginning dictionary to determine word meaning
	4.4	Identify base words (<i>look</i>) and their inflectional forms (<i>looks, looked, looking</i>).	
	4.5	Identify the relevant meaning for a word with multiple meanings using its context (<i>saw/saw</i>).	
	4.6	Identify common antonyms and synonyms.	
	4.7	Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (<i>lunchtime, daydream, everyday</i>).	
	4.8	Determine meanings of words by using a beginning dictionary.	
3 – 4	4.9	Identify the meaning of common prefixes (<i>un-, re-, dis-</i>).	<ul style="list-style-type: none"> Identify and use the following: <ul style="list-style-type: none"> common prefixes common idioms and figurative phrases playful uses of language words with multiple meanings Use common Greek and Latin roots to determine word meaning Use context to determine word meaning Use a dictionary/thesaurus to determine word meaning/choice of words Apply meanings of the terms <i>antonym, synonym, and homophone</i>
	4.10	Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words.	
	4.11	Identify the meaning of common idioms and figurative phrases.	
	4.12	Identify playful uses of language (<i>puns, jokes, palindromes</i>).	
	4.13	Determine the meaning of unknown words using their context.	

ELA Resource Guide (2006)

**Possible ENTRY POINTS to Learning Standards
(and ACCESS SKILLS embedded in standards-based activities)**

Less Complex

More Complex

ACCESS SKILLS		ENTRY POINTS	
<u>The student will:</u>	<u>The student will:</u>	<u>The student will:</u>	<u>The student will:</u>
<ul style="list-style-type: none"> ♦ Turn attention toward another person or the actions of another person ♦ Grasp, release, and manipulate objects ♦ Activate switch of an electronic device ♦ Take turns appropriately during classroom discussion ♦ Respond to/initiate contacts with others ♦ Apply rules for appropriate classroom behavior ♦ Use appropriate social greetings 	<ul style="list-style-type: none"> ♦ Associate meanings of words with objects/pictures/line drawings (e.g., yes/no response or choosing a correct response/item) ♦ Associate a line drawing/picture/icon with a familiar object, action, or event ♦ Select appropriate symbol/line drawing to indicate preference or choice 	<ul style="list-style-type: none"> ♦ Sort words/objects/pictures/line drawings by attributes ♦ Identify objects or actions by matching to pictures or words ♦ Associate a printed word with a familiar object, action, or event ♦ Identify community access vocabulary ♦ Use attributes to describe objects/actions (“Is it a blue ball or a red ball?”) 	<ul style="list-style-type: none"> ♦ Sort words/objects/pictures/line drawings by attribute ♦ Sort known vocabulary words into categories and identify labels for these categories ♦ Use a dictionary to determine the meanings of unfamiliar words ♦ Identify synonyms and antonyms of given words ♦ Recognize and use words with multiple meanings ♦ Identify and use idioms and figures of speech



2012 Resource Guide for Mathematics

(Sample page – Grade 4 Standards)

<div> <div> CONTENT AREA Mathematics </div> <div> DOMAIN Number and Operations – Fractions </div> </div>		<div> GRADE 4 Mathematics <i>Number and Operations – Fractions</i> </div>
Grade 4		
Cluster	Standards as written	
Extend understanding of fraction equivalence and ordering.	4.NF.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the numbers and sizes of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
	4.NF2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.	4.NF3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
	4.NF3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
	4.NF3b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $21/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.

2012 Resource Guide for Mathematics: Entry Points and Access Skills at the lowest grade in this domain (Grade 3)

Possible ENTRY POINTS to Learning Standard(s) and ACCESS SKILLS					
		Less Complex		More Complex	
Cluster Heading	Access Skills	ACCESS SKILLS	ENTRY POINTS		
		The student will:	The student will:	The student will:	The student will:
	Develop understanding of fractions as numbers.	<ul style="list-style-type: none">Respond to materials that demonstrate objects that can be divided into equal partsAttend visually, auditorially, or tactilely to materials that demonstrate objects that can be divided into equal partsTrack materials that demonstrate that objects can be divided into equal partsShift focus from materials that demonstrate that objects can be divided into equal parts	<ul style="list-style-type: none">Identify numerator and denominator of fractionsPartition a whole into equal partsCompare sizes of parts of a whole objectsCompare fractions of the same whole to determine which is largerManipulate equal parts of an object to a wholeUnderstand whole and halfManipulate objects to make two objects from oneAnswer yes/no questions about subject matter in this topic	<ul style="list-style-type: none">Identify parts of a whole using concrete objects (e.g., 1/2, 1/4)Compare fractions using the terms greater than, less than, or equal toMatch visual representation of simple fractions to the name of the fractionDetermine whether two fractions are equivalentManipulate whole objects to make two, three, or four parts of a wholeCompare parts of a whole (quarters, thirds, halves) and determine relative size of each (1/2, 1/3, 1/4) using manipulativesManipulate up to	<ul style="list-style-type: none">Identify parts of a whole using visual fraction models (e.g., 1/2, 1/3, 1/4, 1/6, 1/8)Record results of the comparisons of two fractions using symbols (<, =, >)Create visual representation of simple fractionsOrder simple fractions on a number lineLabel simple fractions on a number lineDemonstrate whole and half using manipulatives and familiar objectsManipulate whole objects to make two objects from one (splitting, dividing, sharing, breaking)

2013 MCAS-Alt: ELA and Science and Tech/Eng (STE) in Grades 3-8 (Use 2006 Resource Guide)

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Strands	Strands	Strands	Strands	Strands	Strands
ELA: General Standard 4 (acquiring vocabulary)	ELA: General Standard 4 (acquiring vocabulary)	ELA: General Standard 4 (acquiring vocabulary)	ELA: General Standard 4 (acquiring vocabulary)	ELA: General Standard 4 (acquiring vocabulary)	ELA: General Standard 4 (acquiring vocabulary)
ELA: General Standard 8 (text comprehension)	ELA: General Standard 8 (text comprehension)	ELA: General Standard 8 (text comprehension)	ELA: General Standard 8 (text comprehension)	ELA: General Standard 8 (text comprehension)	ELA: General Standard 8 (text comprehension)
	ELA: Composition			ELA: Composition	
		STE: Any 3 strands: <ul style="list-style-type: none"> • Earth and Space • Life • Technology/Engineering • Physical Science 			STE: Any 3 strands: <ul style="list-style-type: none"> • Earth and Space • Life • Technology/Engineering • Physical Science

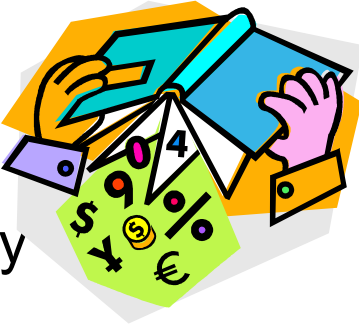
2013 MCAS-Alt: Mathematics in Grades 3-8

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Domains	Domains	Domains	Domains	Domains	Domains
Operations and Algebraic Thinking	Operations and Algebraic Thinking	Number and Operations in Base Ten	Ratios and Proportional Relationships	Ratios and Proportional Relationships	Expressions and Equations
Measurement and Data	Number and Operations - Fractions	Number and Operations - Fractions	The Number System	Geometry	Geometry

Use the 2012 Resource Guide

2013 MCAS-Alt:

Content Areas Assessed in High School

GRADE	CONTENT AREAS
10	<p>ELA:</p> <ul style="list-style-type: none"> • General Standard 4 • General Standard 8 • Composition
10	<p>Mathematics:</p> <p>Any 3 strands selected from the following:</p> <ul style="list-style-type: none"> • Number Sense and Operations • Data Analysis, Statistics and Probability • Patterns, Relations and Algebra • Geometry • Measurement 

2013 MCAS-Alt:

Content Areas Assessed in High School

GRADE	CONTENT AREA
9 or 10	Science & Technology/Engineering Choice of three learning standards in <u>one</u> STE discipline: <ul style="list-style-type: none"> • Biology, or • Chemistry, or • Introductory Physics, or • Technology/Engineering

For example:

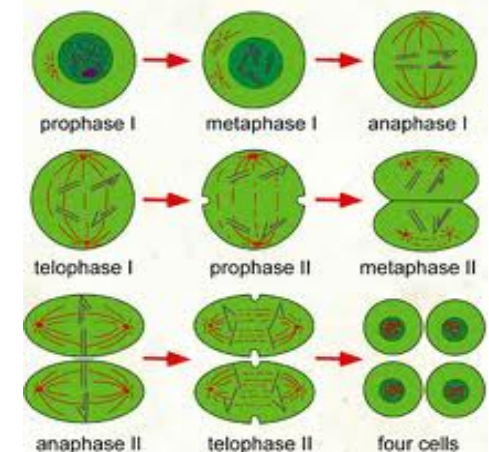
Biology 1 - Learning Standard 2.7 (Meiosis)

Biology 2 - Learning Standard 6.4 (Ecology)

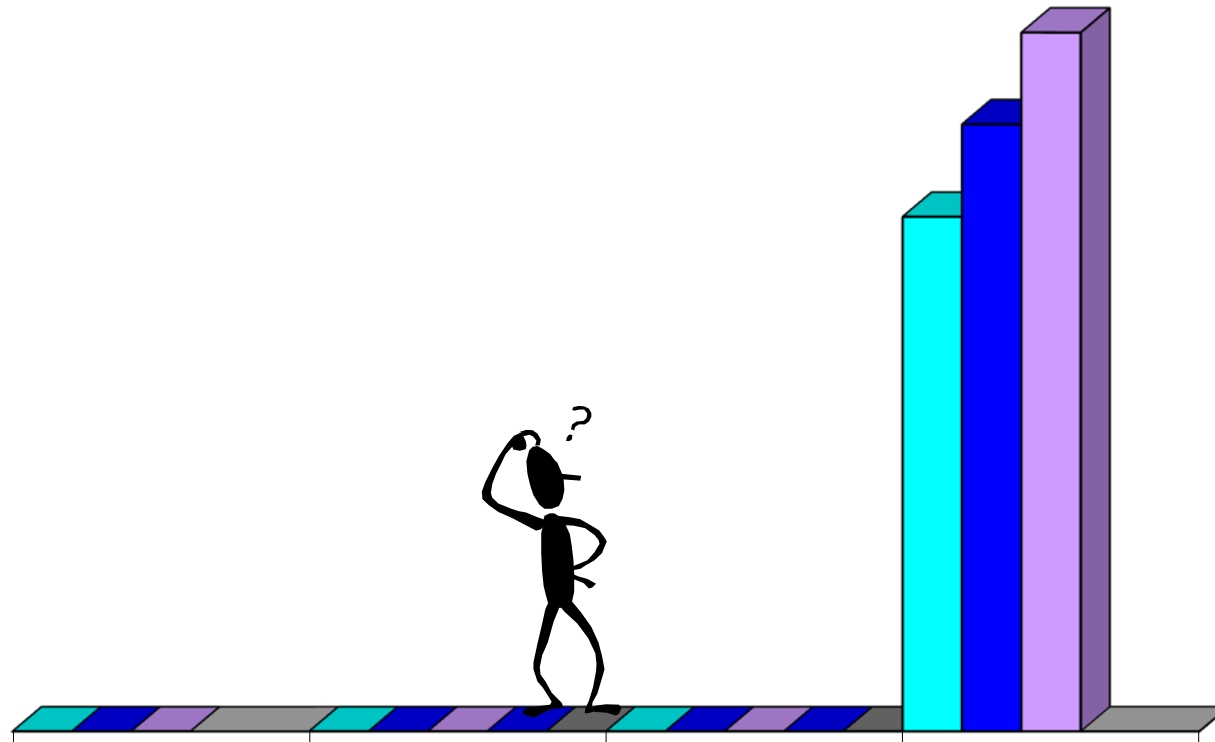
Biology 3 - Learning Standard 5.1 (Evolution)

Use 2006 Resource Guide

DIAGRAM OF THE STAGES OF MEIOSIS

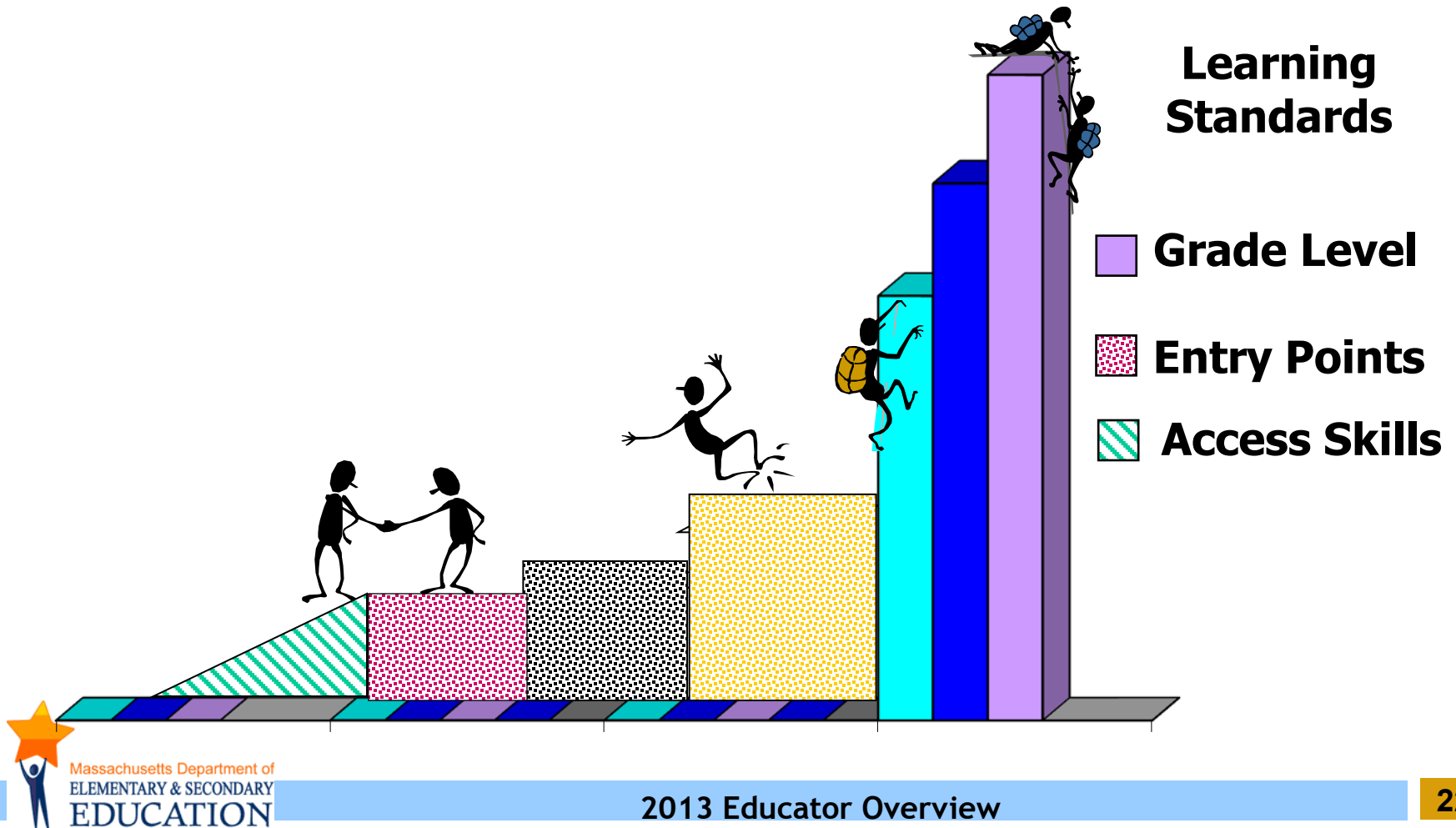


Sometimes, It Seems Like This....



**Learning
Standards**

...It Could Be More Like This...



Possible Entry Points to the ELA Standards

ELA – Language (General Standard 4)

***"Essence" of standard:**
Students will understand and
acquire new vocabulary*

Grade 9-10 **G.S. 4.23**

Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.

Use
idioms
correctly

Use
idioms
correctly

Match pictures
with the word
that describes
them

Maintain
contact with
vocabulary
materials

**"Access
Skills"**

"Entry Points"

Less Complex

More Complex

**Learning
Standard
"as written"**

How will my student address the learning standards for the MCAS-Alt portfolio?

Students can address a standard in the required strand in several ways:

- At the same level of difficulty as non-disabled students in that grade, by considering standard “at grade-level”

If not, then...

- At a lower level of complexity (i.e., below grade-level expectations) by addressing an “entry point” for the standard

If not, then...

- Address an “entry point” for the learning standard for a lower grade

If not, then...

- Address a social, motor, or communication “access skill” during a standards-based activity in the required strand



Access Skills



- For students with the ***most significant*** cognitive disabilities who are unable to address the curriculum
- Students must practice the skill *in the context of a standards-based activity* in the required strand/domain.
- Possible approaches for students who do not produce written samples:
 - Design instruction that does not require written product
 - Scribe the student's responses on a work sample
 - Photograph or video the student performing the task
- Consider approach and conditions; adjust as needed



Communication Competence



MCAS-Alt Portfolio Contents



Required Portfolio Elements

Artistic Cover



**Portfolio
Cover
Sheet**

**Student's
Weekly
Schedule**

**School
Calendar**

**Student's
Introduction
to the
Portfolio**

**Verification
Form**
(signed by
parent; or
log of
attempts)

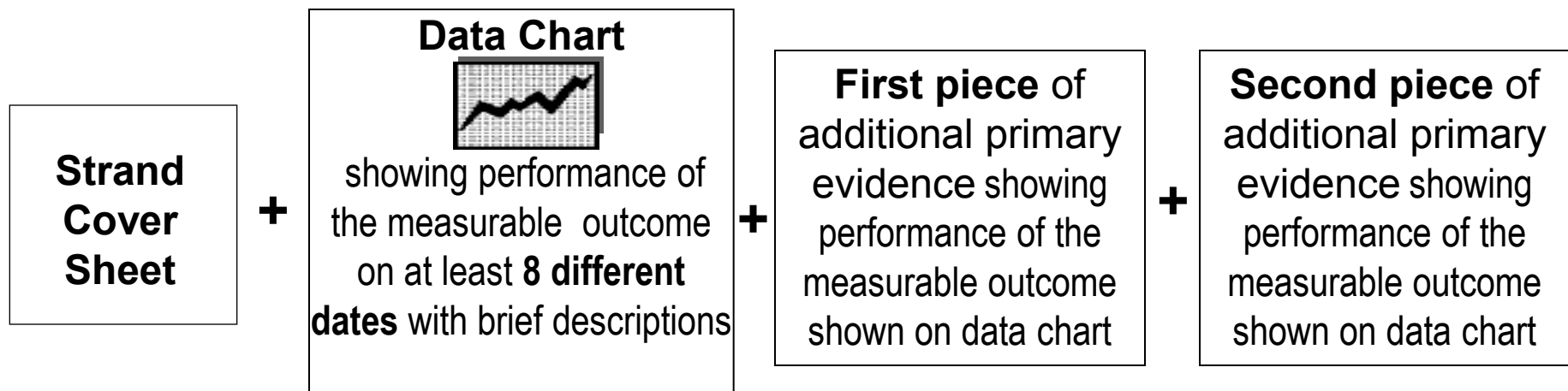
**Consent
Forms**
for photo/
video/audio

**Keep on file
at school**



“Core Set of Evidence”

A complete Portfolio Strand must include *at least* the following evidence:



- May be a **work sample**, **video** or **audio** segment, or **photograph** (or series of photos) clearly showing an end product.
- Evidence must be labeled with name, date, percent accuracy, and percent independence.

STRAND COVER SHEET

(A completed Strand Cover Sheet must be included with evidence in the strand being assessed.)

(1) Student's Name:

(2) Student's grade as reported in the Student Information Management System (SIMS): **5**

(3) a. Content Area (Subject): **Science and Technology/Engineering**

b. Strand: **Science and Technology/Engineering - Earth and Space Science (Grades 3-8)**

c. Learning Standard(s): **10 Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.**

(List learning standards for the grade in which the student was reported in SIMS)

(4) Level of complexity: (Student addresses learning standard(s) in this strand at the following level):

☐ at grade-level expectations

(check box if this is a "grade-level" or "competency" portfolio)

☒ through "entry points"

(list the page on which entry point is found in the *Resource Guide*)

Page: 249

☐ through "access skills"

(practiced during academic instruction based on the grade-level standard listed above.)

(5) Measurable outcome: Indicate in measurable, observable terms, the **one targeted skill** the student is expected to learn as a result of instruction in the learning standard at the level of complexity listed above (for example, "*student will identify at least three characters in a story read aloud with 80% accuracy and 100% independence*").
will identify four stages of the water cycle with 80% accuracy and 100% independence.

(6) Adaptations, accommodations, and/or modifications routinely used by the student during instruction of this skill:

may dictate his responses, have a reader, an adult in close proximity, visuals and realistic pictures, manipulatives, graphic organizers, books and materials at his level. He may work in small groups and/ or 1:1 settings for instruction. He may need short, clear directions, repeated as needed with checking for understanding.



Sample Student Data Chart

DATA METHOD 2: BAR GRAPH *(instructional data summarizing the student's performance on each date)*

Student Name:

Content Area/Strand: Earth and Space Science (Grades 3-8)

Learning

Standard:

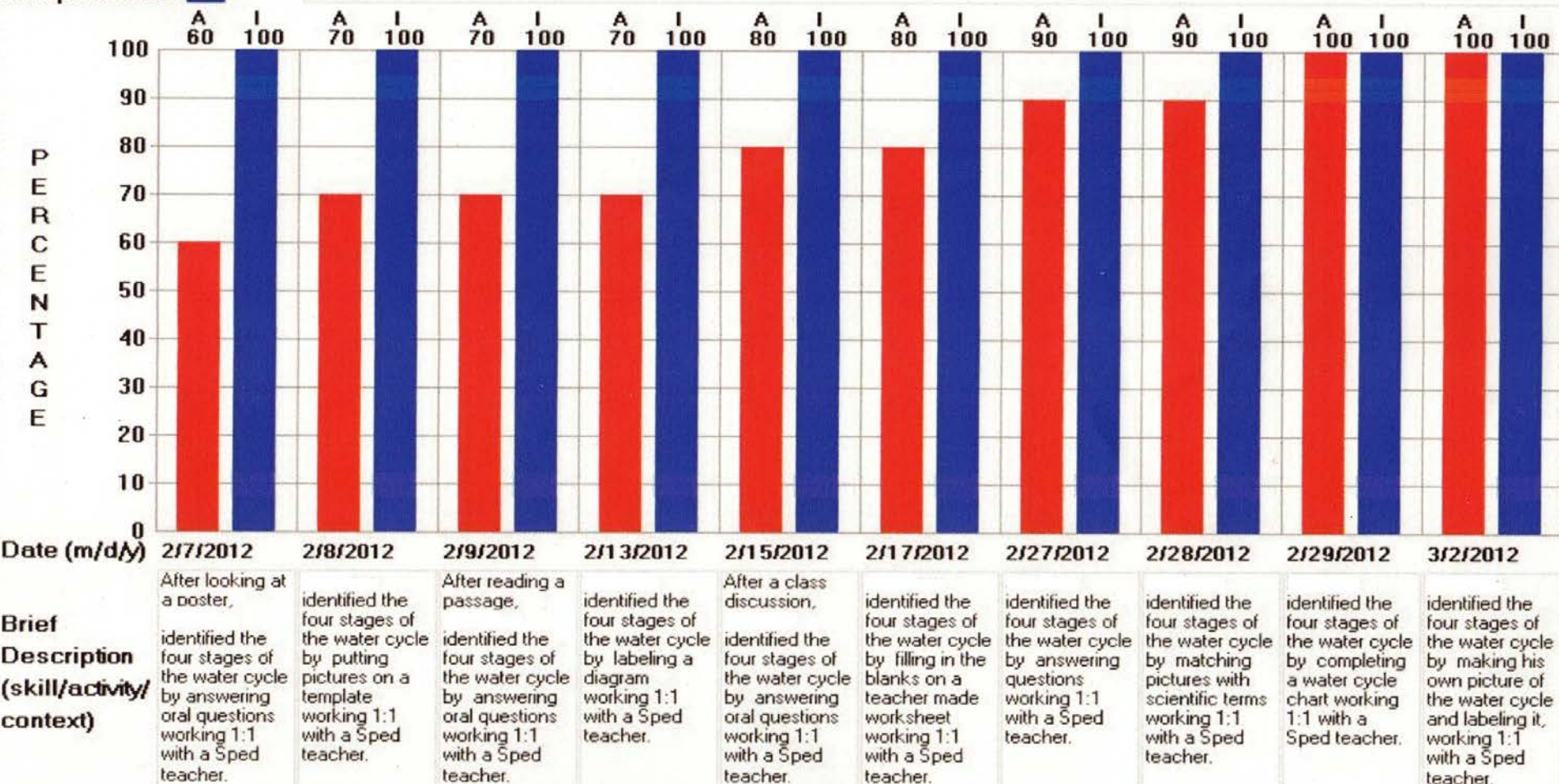
10: Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.

Measurable Outcome:

will identify four stages of the water cycle with 80% accuracy and 100% independence.

Accuracy:

Independence:



WORK SAMPLE DESCRIPTION

(Complete and attach one label to each work sample in the portfolio, or write this information directly on each piece. Do not use this label for **data charts** or **videotapes**.)

Name: **Sample Student**

Date (m/d/y): **3/5/2012**

Accuracy: **100%**

Independence: **100%**

Subject: **Science and Technology/Engineering**

Strand: **Earth and Space Science (Grades 3-8)**

Learning Standard:

10 Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.

Self-Evaluation: (Must be completed by, or scribed at the direction of student; stamps and stickers must show evidence of choices made by the student.)

Enclosed

Measurable Outcome:

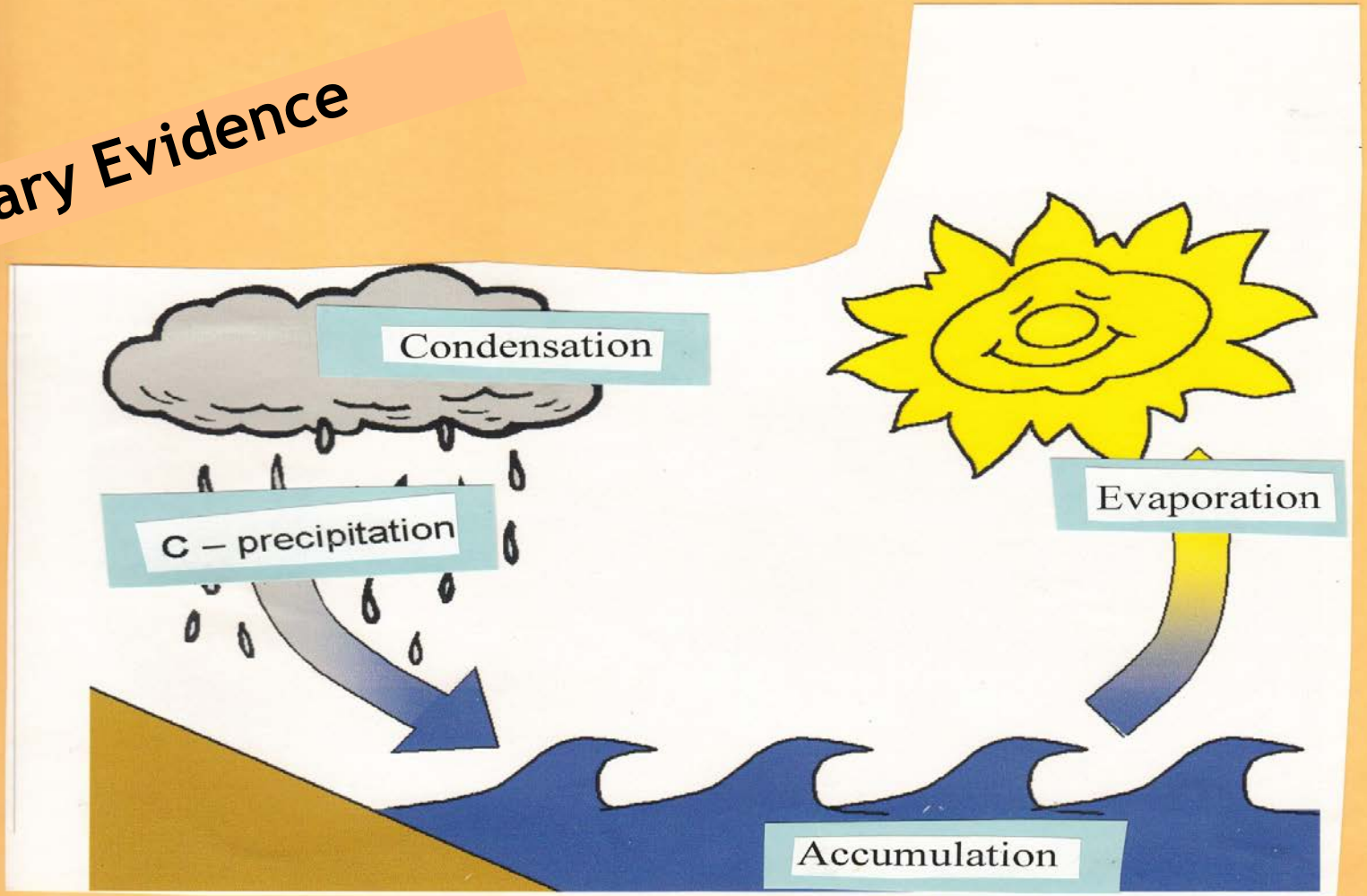
will identify four stages of the water cycle with 80% accuracy and 100% independence.

Briefly describe how the measurable outcome was addressed (skill/context/activity):

identified the four stages of the water cycle by pasting the appropriate labels of the stages to the correct pictures working 1:1 with his special education teacher.

The water Cycle

Primary Evidence



WORK SAMPLE DESCRIPTION

(Complete and attach one label to each work sample in the portfolio, or write this information directly on each piece. Do not use this label for **data charts** or **videotapes**.)

Name: **Sample Student**

Date (m/d/y): **3/6/2012**

Accuracy: **100%**

Independence: **100%**

Self-Evaluation: (Must be completed by, or scribed at the direction of student; stamps and stickers must show evidence of choices made by the student.)

Enclosed

Subject: **Science and Technology/Engineering**

Strand: **Earth and Space Science (Grades 3-8)**

Learning Standard:

10 Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.

Measurable Outcome:

will identify four stages of the water cycle with 80% accuracy and 100% independence.

Briefly describe how the measurable outcome was addressed (skill/context/activity):

identified the four stages of the water cycle by coloring a work sheet and correctly pasting the terms on the correct picture working 1:1 with his Special Education Teacher.

The Water Cycle

Cut out, match, and paste.

Name _____ Sample Student
Date 3/6/12
Accuracy 100 %
Independence 100 %

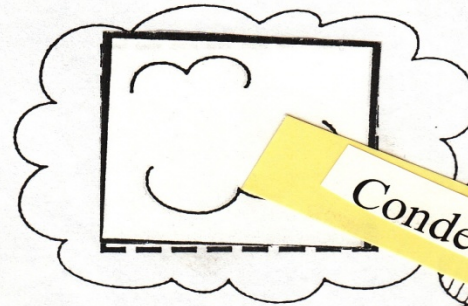
Primary Evidence

1. The sun warms earth's water and tiny drops rise into the air.



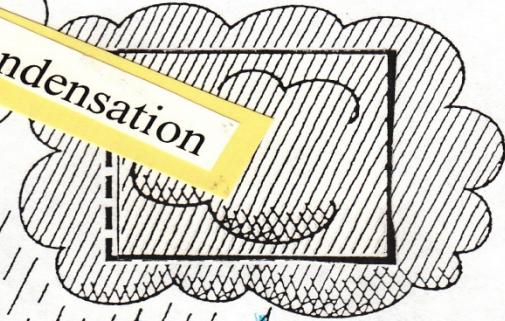
Evaporation

2. In the air, tiny drops of water form clouds.



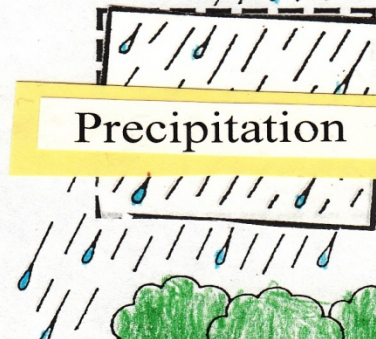
Condensation

3. The clouds become heavy with water drops.



Precipitation

4. The drops fall to earth as rain.



Accumulation



My Self Evaluation

1. Today I worked on:

Reading

Math

Science

Social Studies

2. I listened to directions.

yes

no

3. I followed directions.

yes

no

4. I finished my work.

yes

no

5. I checked my work.

yes

no



Forms and Graphs and Digital Resources



Digital Resources

- ★ Forms and Graphs
- ★ Websites and Newsletters
- ★ Thumb Drives
- ★ Submitting Digital Evidence



Forms and Graphs

★ www.doe.mass.edu/mcas/alt/resources.html

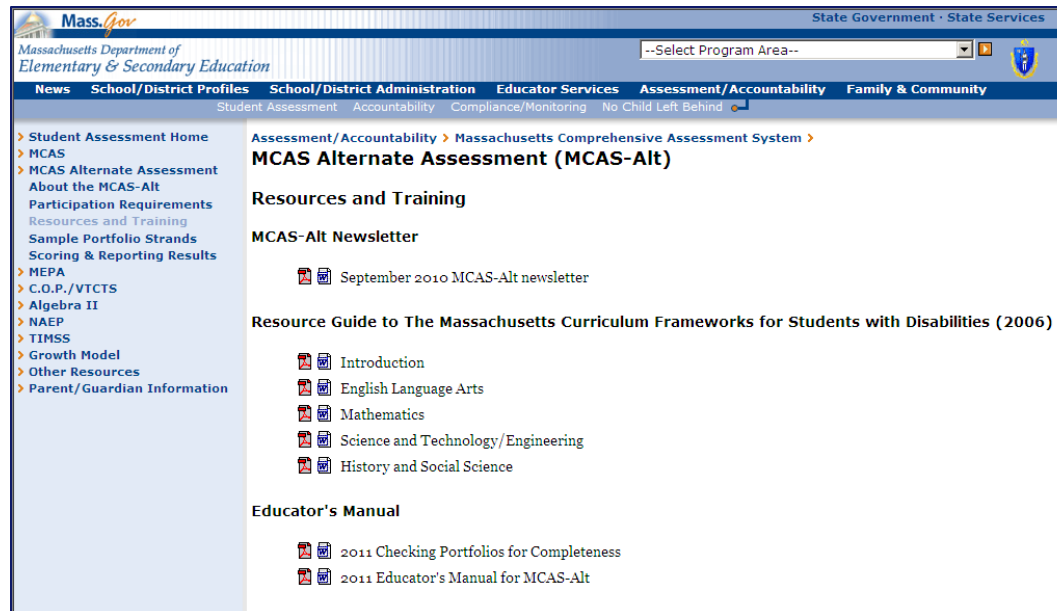


The screenshot displays the 'measured progress | PROFILE™' website. In the top right corner, there are links for 'SIGN OUT' and '2012 MCAS-Alt'. The main heading is 'Forms and Graphs'. Below this, a red navigation bar contains the text 'My Student List'. The central content area is titled 'Table of Contents for New Student' and lists the following resources: Portfolio Cover Sheet, Required Portfolio Contents Checklist, Verification Form, Verification Form (Spanish), Consent Form to Photo/Video Student, Consent Form to Photo/Video Student (Spanish), Consent Form (Incidental), Consent Form (Incidental) Spanish, and Strand Cover Sheet Menu. The footer contains the copyright notice: '© 2011 Measured Progress | ProFile | All Rights Reserved.'



Websites and Newsletter

- ★ www.doe.mass.edu/mcas/alt/resources.html
- ★ www.mcasservicecenter.com
- ★ MCAS-Alt News



Massachusetts Department of Elementary and Secondary Education



Thumb Drives

- ★ Resource Guide
- ★ Educators' Manual
- ★ PowerPoints
- ★ Unpacking the standards
- ★ Math CF Glossary
- ★ Blooms taxonomy action verbs





thumb drive ▶

Organize ▼

Include in library ▼

Share with ▼

Burn

N

★ Favorites



Desktop



Downloads



Recent Places



MA



Dropbox



Libraries



Documents



Music



Pictures



Videos

Name



Presentations



Resource Guide



2013 Educators Manual.pdf



Blooms Taxonomy Action Verbs.pdf



Common Core Support Tools



Math CF Glossary.pdf



42

on

Quick Tips

- Search Text
- Highlight
- Comment

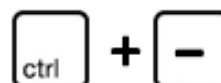
PDF REFERENCE GUIDE

If you do not have a PDF reader installed on your computer:

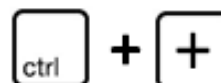
- Go to: www.get.adobe.com/reader/
- Download and install Adobe Acrobat Reader (available for both Windows and Mac)

Helpful Tips

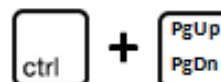
(use Command in place of Ctrl for Mac computer)



Zoom Out (fit more on screen, smaller font)



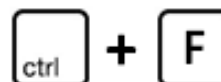
Zoom In (fit less on screen, larger font)



Quick Navigation

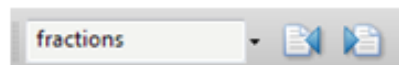
Ctrl+ PgUp: move 1 full page up in document

Ctrl+ PgDn: move 1 full page down in the document



Quick Find

Enter word or phrase in the search box and click **Enter**. The program will find all instances of the word throughout the document. Use the arrow-left and arrow-right to view the search results in the document.



(example of a quick find" for the word "fractions")

Submission of Digital Evidence for the Portfolio

- Submit separate CD, DVD, or flash drive for each student
- Acceptable digital evidence
 - Powerpoint
 - Word document
 - .pdf files
 - .txt files
 - .jpg (JPEG)
 - DVD or standard movie formats
 - NOTE: VHS and VHS-C is no longer scorable



Technical Support

By telephone (toll-free):

1-866-834-8880 (Measured Progress Tech Support)

By email:

TechProductSupport@measuredprogress.org

When requesting support, have available:

- Your name, school, and district
- Your computer platform (Windows or Macintosh)
- A summary of the problem you are experiencing

Expect a response within 24 hours (or sooner).



Portfolio Assessment Process



Getting Started:

Steps in assessing your student

1. Identify the **assessment requirement** for a student in that grade (*Educator's Manual*).
2. Identify a **standard in the required strand** at the grade level of the student (*Resource Guide*).
3. Identify the **entry point (or access skill)** for the standard (*Resource Guide*).
4. Isolate a **single skill** for assessment at a challenging level of difficulty for the student. **Pre-test** to find starting point or baseline.
5. Write a **measurable outcome** that is observable, with criteria for success.
6. Collect and label **evidence** based on measurable outcome.

How to Identify a Single Skill to Measure

- Identify a strand required for MCAS-Alt

Example: Life Science (Biology)

- Then, select one standard you feel is appropriate to teach your student.

Standard 4, grade 3-5 (Resource Guide, page 266): Describe the major stages that characterize the life cycle of the frog and butterfly as they go through metamorphosis.

- If necessary, review entry points, beginning with more complex.

Describe the life cycle of a plant or animal (page 264)

- Isolate a single skill to be assessed.

Describe the life cycle of a butterfly.

After the skill is identified for assessment...

Pretest the student on the skill and collect baseline data. **Identify animals; compare/contrast drastic changes in animals,**

If skill does not challenge the student, increase level of complexity of the task.

If skill is too challenging for the student, adjust level of complexity.

When appropriate level of complexity is established (challenging and attainable), begin collecting data for the portfolio. **Describe the life cycle of a butterfly.**

Sharing Portfolios

- Training Specialists will be available for you to:
 - ask for organizational tips
 - ask how they make time to record data and compile portfolios
 - view completed portfolios

The Measurable Outcome Should...

- ♦ indicate what the evidence is expected to document.
- ♦ be aligned with a grade-level learning standard at the level of complexity appropriate for the student.
- ♦ be listed on the *Strand Cover Sheet* (line 5), data chart, and *Work Sample Description* labels.
- ♦ remain consistent throughout the strand



Measurable Outcome: “The student *will use upper case letters correctly when writing sentences* with 80% accuracy and 100% independence.”



Strand: ELA - Composition



Learning Standard 22.4: Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.



Brief description of activity: Student wrote a sentence for each new vocabulary word using correct capitalization.

Steps for Writing a Measurable Outcome:

1. Review **standards** for students in the grade level
2. Identify a **single skill (think of a verb)** based on an entry point or access skill for the required standard.
3. Pre-test for **level of difficulty**.
4. Determine **conditions** that should be present for the skill to be observed.
5. Include percent of **accuracy and independence** that you consider to be mastery for this student.
 - e.g., *Student will be able to order the events in a story read aloud with 80% accuracy and 100% independence.*

Important Questions to Ask:

1. Is the skill in the measurable outcome **observable**?
2. Does an **action word** describe what the student will do to meet the measurable outcome?

Examples: identify answer match
 retell calculate graph

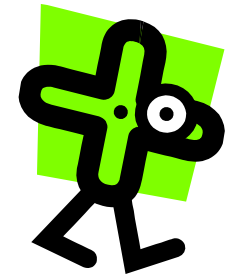
3. What **conditions are** present when I assess this skill?

Examples: given a ruler story read aloud
 using a thesaurus given data

4. What is considered mastery for my student?

Measurable Outcome: Must be one skill

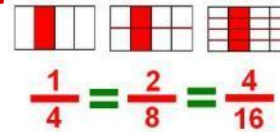
- ◆ Cannot measure progress on multiple skills in same set of evidence
- ◆ Do not combine (*for example*):
 - Create *and* interpret graphs...
 - Add, subtract, multiply, *and* divide whole numbers...
 - Describe digestive system, nervous system, *and* cardio-vascular system...
 - Measure area *and* perimeter...
 - Identify *and* describe...



Examples of measurable outcomes (all observable skills) in three content areas:

The student *will*...

- *Sequence* the life cycle of a butterfly....
- Use appropriate tools to *measure* lines...
- *Identify* equivalent fractions...
- *Describe* main events from a story read aloud...



...with 80% accuracy and 100% independence.

Measurable Outcomes: Acceptable?

ELA: 9-10 (LS 4.25) Use general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning.
(2006 *Resource Guide* p.25)

Measurable Outcome: Anita will be able to alphabetize vocabulary when using a dictionary with 80% accuracy and 80% independence.

ELA: 7-8 (LS 19.19) Write stories or scripts with well-developed characters, setting, dialogue, and clear conflict and resolution, and sufficient descriptive detail.
(2006 *Resource Guide* p.102)

Measurable Outcome: Karen will improve writing skills such as topic sentences, descriptive details and logical sequence with 80% accuracy and 80% independence.

Math: 9-10 (LS 10.N.1) Identify and use the properties of operations on real numbers, including associative, commutative, and distributive properties; the existence of the identity and inverse elements for addition and multiplication..... (2006 *Resource Guide* p.162)

Measurable Outcome: Brenda will be able to select the appropriate operation after reading a word problems with 80% accuracy and 80% independence.

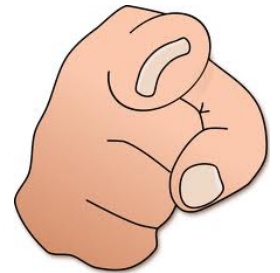
Your Turn!

Write a **measurable outcome** for Beth, a grade 5 student, using Number and Operations in Base Ten

- “Measurable Outcome Activity Sheet”
- Excerpt of the 2012 Resource Guide

(6 minutes)

- Then, report out at your table.



Data Charts



Data Chart: What to include

- Student's name
- Measurable Outcome
- Learning Standard at the student's grade level
- Data points showing accuracy and independence on each date (average all activities on same date)
- At least 8 separate dates (more than minimum encouraged)
- Brief, clear descriptions beneath each date. (i.e., *what was the student asked to do and how did they do it?*)

Choice of Data Charts:

—Field Data Chart, Bar Graph, or Line Graph

Sample: Bar Graph

DATA METHOD 2: BAR GRAPH

(instructional data summarizing the student's performance on each date)

Student Name:

Content Area/Strand: Earth and Space Science (Grades 3-8)

Learning

Standard:

10: Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.

Measurable Outcome

will identify four stages of the water cycle with 80% accuracy and 100% independence.

Accuracy:

Independence:



A

I

60

100

A

I

70

100

A

I

70

100

A

I

70

100

A

I

80

100

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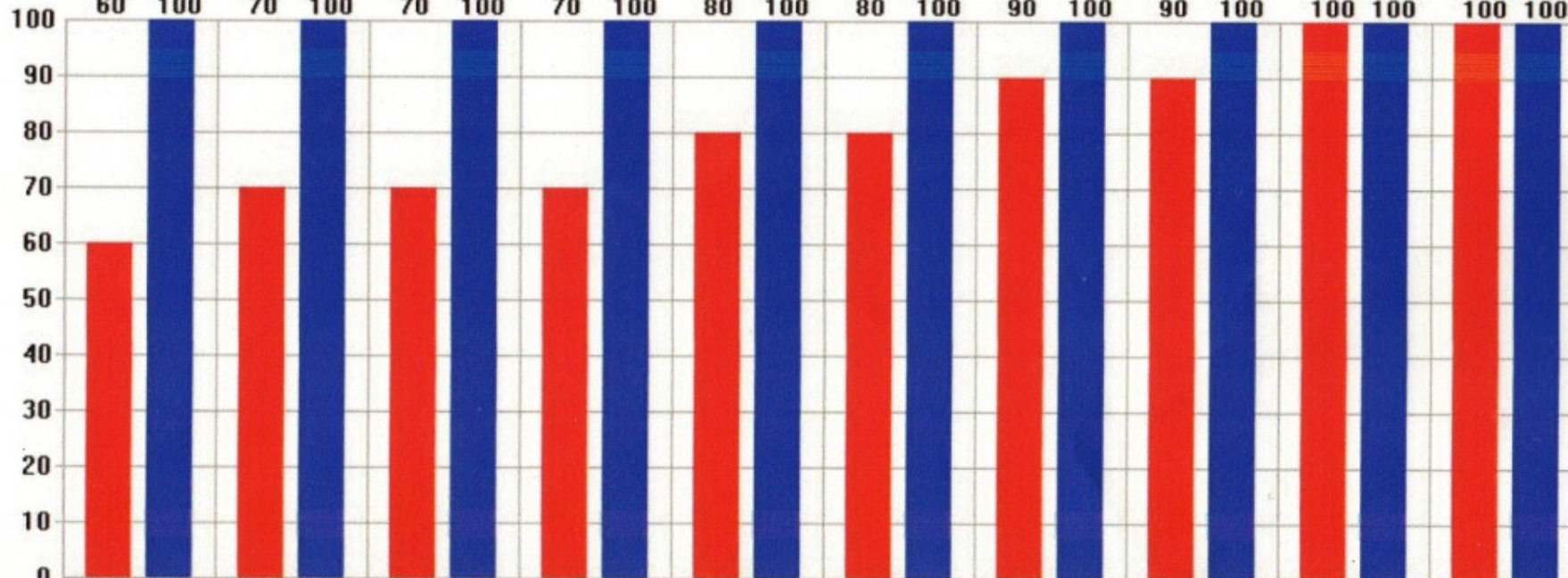
A

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Date (m/d/y)

Brief

Description

(skill/activity/
context)

After looking at a poster, identified the four stages of the water cycle by answering oral questions

identified the four stages of the water cycle by putting pictures on a template working 1:1

After reading a passage, identified the four stages of the water cycle by answering oral questions

identified the four stages of the water cycle by labeling a diagram working 1:1 with a Sped teacher.

After a class discussion, identified the four stages of the water cycle by answering oral questions working 1:1 with a Sped teacher.

identified the four stages of the water cycle by filling in the blanks on a teacher made worksheet working 1:1 with a Sped teacher.

identified the four stages of the water cycle by answering questions working 1:1 with a Sped teacher.

identified the four stages of the water cycle by matching pictures with scientific terms working 1:1 with a Sped teacher.

identified the four stages of the water cycle by completing a water cycle

identified the four stages of the water cycle by making his own picture of

Brief description of each data point that matches the outcome listed above

At least 8 different dates are included on graph.

Sample: Line Graph

DATA METHOD 3: LINE GRAPH *(instructional data summarizing the student's performance on each date)*

Student Name:

Measurable Outcome

Engineering (Grades 3-8)

Learning

Standard:

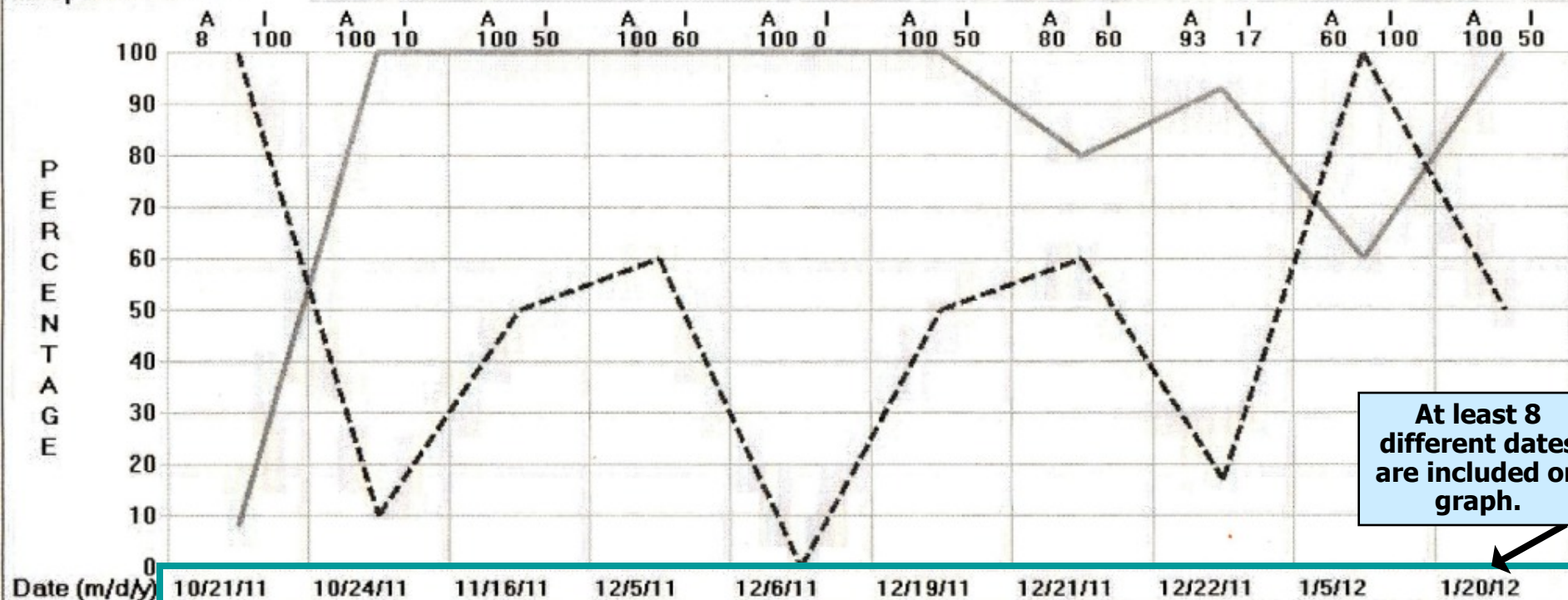
1.3: Identify and explain the difference between simple and complex machines, i.e., hand can opener that includes multiple gears, wheel, wedge gear, and lever.

Measurable Outcome:

will identify simple machines (lever, pulley, gear, incline plane) with 80% accuracy and 100% independence.

Accuracy: ———

Independence: - - -



At least 8 different dates are included on graph.

Date (m/d/y)	10/21/11	10/24/11	11/16/11	12/5/11	12/6/11	12/19/11	12/21/11	12/22/11	1/5/12	1/20/12
Brief Description (skill/activity/context)	Pre-Test: identified simple machines given a multiple choice baseline assessment.	read a story and identified simple machines by highlighting key vocabulary words during a group science lesson.	identified simple machines by creating a simple machines book filling in the blanks with key vocabulary words during a	used an interactive whiteboard to identify simple machines (lever, pulley, gear, incline plane) found in the bathroom by answering	used the interactive whiteboard to identify simple machines (lever, pulley, gear, incline plane) found in the kitchen by answering multiple choice questions on EDheads.com	used the interactive whiteboard to identify simple machines (lever, pulley, gear, incline plane) found in the bedroom by answering multiple choice questions on EDheads.com	used the interactive whiteboard to identify simple machines (lever, pulley, gear, incline plane) found in the garage by answering multiple choice questions on EDheads.com	identified simple machines (lever, pulley, gear, incline plane) by labeling the machine given multiple choice answers	identified simple machines by matching household items based on the machine (lever, pulley, gear, incline plane)	Post-assessment: identified simple machines (lever, pulley, gear, incline plane) by labeling the machine given multiple choice answers

Brief description of each data point that matches the outcome listed above

Sample: Field Data Chart

DATA ML, HOD 1: FIELD DATA CHART (student performance on a series of tasks, or on a collection of work samples, related to a targeted skill)

Measurable Outcome

BELOW.

Content Area/Strand: English Language Arts - Language (General Standard 4)

Learning Standard: 4.20 Determine the meaning of unfamiliar words using context clues (contrast, cause and effect)

Measurable Outcome: During lesson's related to vocabulary, will sustain visual attention for 3 seconds to pictures/objects representing vocabulary words with 40% accuracy and 100% independence.

KEY			
<div> <div>Accurate (+ or -)</div> <div>(I or P) Independence</div> </div>	+	Accurate	
	-	Incorrect	
	I	Independent	
	P	Prompt Used	

At least eight (8) different dates are required.

Date (m/d/y):	2/2/12	2/6/12	2/8/12	2/13/12	2/16/12	2/27/12	3/2/12	3/7/12		
Accuracy and Independence for each trial (see KEY):	- / I	- / I	- / I	+ / I	- / I	- / I	+ / I	+ / I		
	- / I	- / I	+ / I	- / I	- / I	+ / I	+ / I	- / I		
	+ / I	+ / I	+ / I	- / I	- / I	- / I	+ / I	- / I		
	- / I	- / I	+ / I	+ / I	- / I	+ / I	+ / I	+ / I		
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		+ / I	- / I	- / I	- / I	- / I	- / I			
		- / I	- / I	- / I	- / I	- / I	- / I			
			- / I			- / I	- / I			
% Accuracy: SUMMARY for this date	33	25	40	38	13	40	50	50		
% Independence: SUMMARY for this date	100	100	100	100	100	100	100	100		
Brief Description (skill/activity/context)	Pre test-Sustained visual attention to flash cards of basic shapes representing vocabulary words. With aide.	Intellitools-"February in my classroom" presented pic cards representing February vocab, sustained visual attention to pics.	Group Morning Meeting-Sustained visual attention to flash cards representing morning meeting vocabulary. With teacher.	V-Day Worksheet-Sustained visual attention pics representing V-Day vocab. 1:1 helped glue in correct place.	Individual-Sustained visual attention to flash cards representing technology vocab. With aide.	Small group lesson-Sustained visual attention to flash cards representing vocabulary of living and	Teacher Scribed Work Sample-Cooking class-Sustained visual attention to cooking ingredients presented representing vocab words. With teacher	Group lesson-Sustained visual attention to pictures of the 5 senses representing vocab words. With teacher.		

Brief description of each data point that matches the outcome listed above

Other data chart requirements

- Starting point (baseline) on data chart **must begin below** 80% accurate or 80% independent to show that a new skill was taught.
- Dates must be from current school year for **ELA and Math** (i.e., 7/1/12- 4/1/13), OR current and/or one previous school year for **Science and Tech/Eng** (i.e., 7/1/11 - 4/1/13)
- Dates for classroom work must be when school is in session
 - **not** on a weekend, holiday, or during school vacations, unless marked “homework”

Data charts that begin at or above 80-100% for both accuracy and independence are not scorable.

DATA METHOD 2: BAR GRAPH (instructional data summarizing the student's performance on each date)
COMPLETE ALL INFORMATION BELOW.

Student Name: Student

Learning Standard

(ELA: 7-8) (LS: 8.23) Use knowledge of genre characteristics to analyze a text.

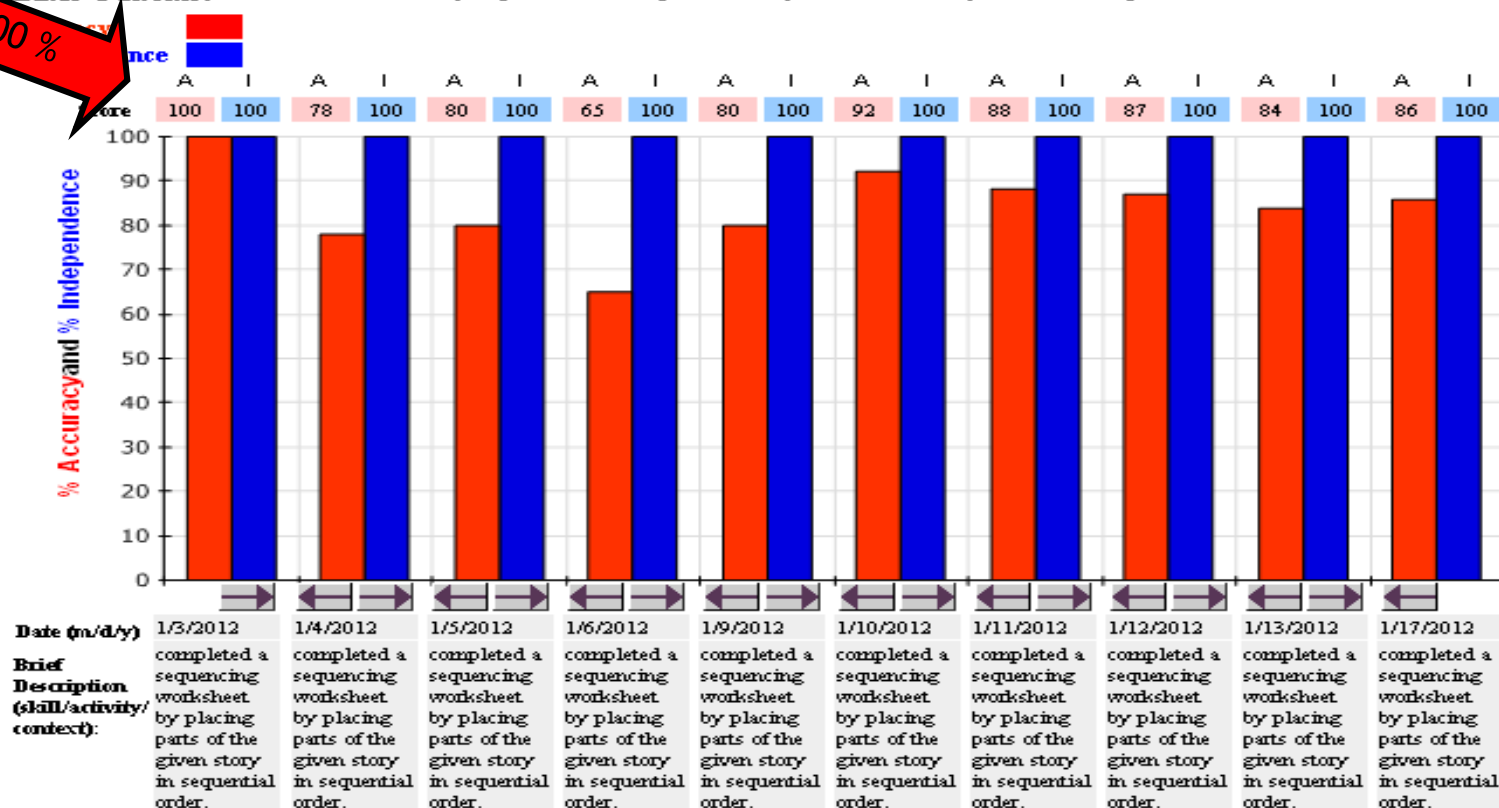
Content Area/Strand:

English Language Arts - Reading and Literature (General Standard 8)

Measurable Outcome:

Student will identify sequential order for parts of a story with 80% accuracy and 100% independence

Both 100 %



This chart does not show that the student learned a challenging new skill.

Sample of How to Determine Accuracy and Independence

1. Determine the outcome -What are you asking the student to do?
2. Determine the activity - How will the student do it?
3. Break the activity into “items” or steps- see example below
4. Develop a system for marking each item- see field data chart key

Brief description: Student responded to five comprehension questions about a story read in class.

Question Number	Accurate or Inaccurate (+,-)	Independent or Prompted (I,P)	
Question 1	Correct response (accurate) +	Verbal prompt* (not independent) P	
Question 2	Incorrect response (inaccurate) —	Verbal prompt (not independent) P	
Question 3	Correct response (accurate) +	Gestural prompt* (not independent) P	
Question 4	Incorrect response (inaccurate) —	Verbal prompt (not independent) P	
Question 5	Correct response (accurate) +	No prompt (independent) I	
Overall Percent	60% accuracy (3 of 5 correct)	20% independence (1 of 5 independent)	

*A prompt is a prompt

Acceptable Brief Descriptions

Measurable Outcome:

Walter will identify simple machines with 80% accuracy and 100% independence.

Date (m/d/y)	9/13/11	10/14/11	10/17/11	10/24/11	11/4/11	11/15/11	11/22/11	12/8/11
Brief Description of Activity	Identified simple machines using pictures	After Reading "Simple Machines" identified 5 simple machines in the book	Homework: Identified all simple machines at home then brought in the list.	Worksheet identified inclined planes and levers as simple machines using pictures and text	After watching video: <i>Wheels and Axles</i> then identified wheels and axles around the school	Using Home Depot flyer, Walter identified levers and wedges	After watching <i>Eduhead</i> on the computer, Walter identified inclined planes by matching	Created a poster of simple machines (labeled each picture)

Brief descriptions of each task must describe what the student did to address the measurable outcome.

DATE	1/7/11	1/8/11	1/9/11	2/2/11	2/3/11	2/5/11	2/7/11	2/8/11
BRIEF DESCRIPTION	Pre-test	Answer questions	Home-work	Quiz	Worksheet	Work with partner in small group	Unit review	Chapter 3

Date (m/d/y)	11/12/2010	11/29/2010	12/1/2010	12/6/2010	12/7/2010	12/13/2010	12/20/2010	1/6/2011	1/13/2011	3/2/2011
Brief Description of Activity (Required)	Baseline	Immediate prompt	Immediate prompt	prompt with 1 second delay	prompt with 1 second delay	prompt with 2 second delay	prompt with 3 second delay	prompt with 3 second delay	independent	independent

- These do not describe the skill, activity, and context!
- We do not know how student addressed the measurable outcome!

Activity

Are these brief descriptions acceptable ?

1. Student read vocabulary words, he loves to read, he completed 10 vocabulary words.
2. Read a chapter from *Wayside School*, answered questions about the main character.
3. After watching science video, discussion of water cycle took place.
4. Student used money to buy soda.
5. Work samples of double-digit addition problems were completed during math class.
6. Student was able to identify EXIT signs on the way to the bus.
7. Independently finished chapter 5 of science book.
8. Worked on EDM all morning with Miss Sue.
9. Listened to student breathing using a stethoscope for science unit.
10. Found number patterns in 100 chart and used dabber to highlight.

Portfolio Evidence



What Is Primary Evidence?

Primary Evidence: Evidence that documents the student's performance of the measurable outcome

Includes:

- **Data charts**
 - **bar or line graphs:** one task or activity per date
 - **field data charts:** several tasks on each date, with percentages summarized for each date
- **Work samples**
 - produced by student (or scribed by teacher)

And, if it shows actual performance by the student:

- **Photographs** that show an end product of instruction
- **Video segment** (up to 3 minutes)
- **Audio segment** (up to 3 minutes)

Primary Evidence must be labeled, *either* on the product OR on a Work Sample Description label

Must be labeled with:

- Student's Name
- Date (month/day/year)
- % Accuracy
- % Independence
- Brief description of activity

Circle the correct number of items in each box.

75% Acc.
100% ind.



one

1

two

2

three

3

-1



two

2

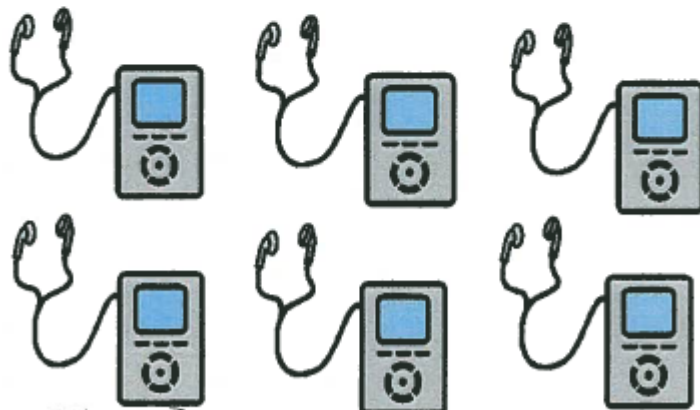
three

3

four

4

+1



six

6

seven

7

eight

8

+1



three

3

four

4

five

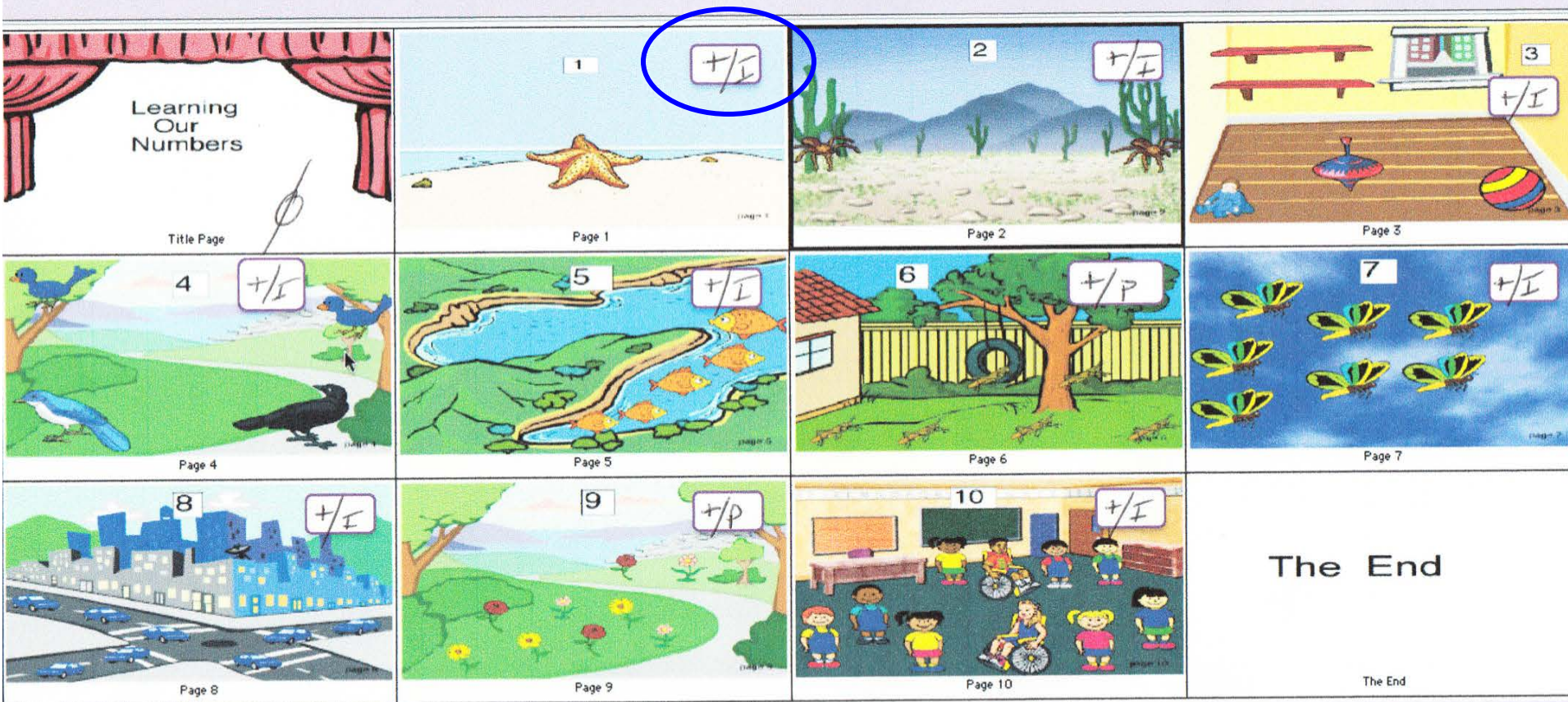
5

+1

Example of a teacher-scribed work sample

A series of tasks recorded by the teacher on one date.

Given a "counting themed" computer program, Erik will activate a jellybean switch connected to the computer via switch interface ten times to progress through the program (and count to 10) 80% of trials.

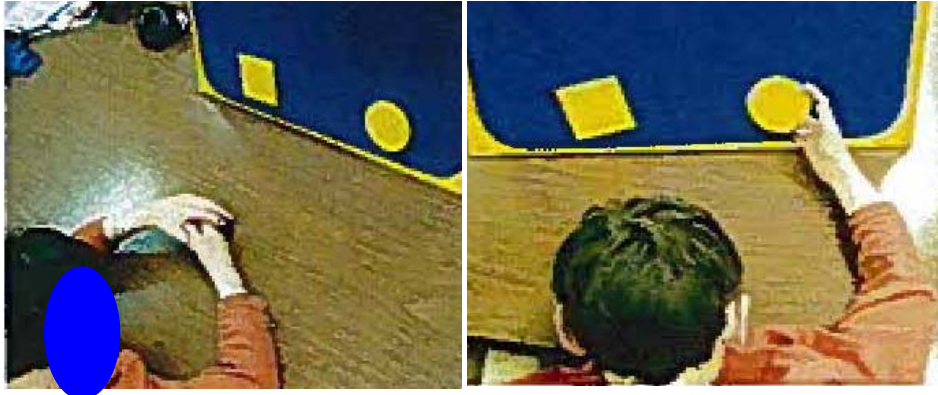


A Photograph is Primary Evidence When It...

- shows the end product of instruction, or
- shows a sequence of steps leading to the creation of the final product, or
- the work sample is either too large, fragile, temporary in nature, or unsafe to include in a portfolio;
- Is labeled with student's
 - name,
 - date,
 - % accuracy, and % independence; **AND**
- Includes a brief description of the activity



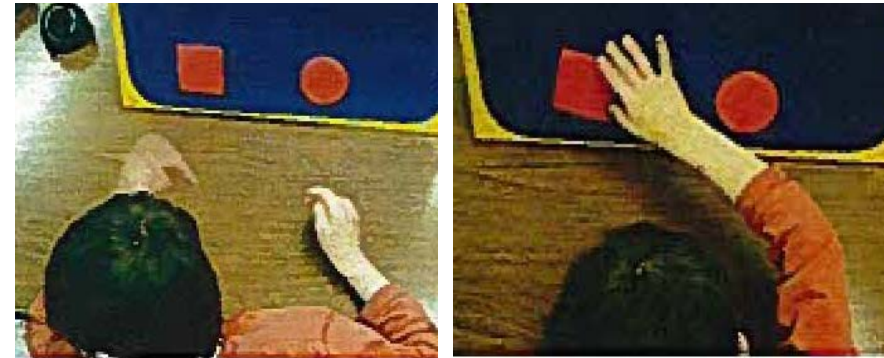
A Series of Photographs = One Piece of Primary Evidence



Student was asked to find the circle. Student's response can be seen clearly.



Student was asked to find the square. Student's response can be seen clearly.



These series each show a two-step activity that was described and labeled correctly.

Student

March 12, 2012

Accuracy: 100%

Independence: 100%

Audio/Video is Primary Evidence When...

- Student performs a task and no other tangible evidence can be collected
- It shows the end product of instruction (or a sequence of steps leading to the creation of the end product); **OR**
- It shows a work sample that is either too large, fragile, temporary in nature, or unsafe to include in a portfolio
- Sample is 3 minutes or less

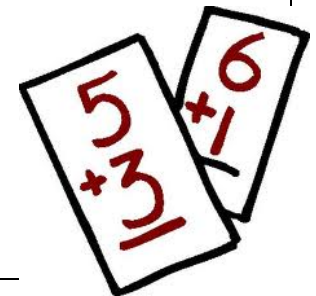


NOTES:

- Must include a brief description of the task or activity **AND**
- Sound quality must be clear, or be transcribed in writing, if garbled.

Supporting Documentation

- Products that describe the learning context, but do not show the actual performance or end product:
 - **Photographs or videos** that show setting, instructional approach, materials, etc., but not actual student performance
 - **Reflection sheets** or documentation of self-evaluation activities
 - **Aids and supports** used by the student, such as:
 - graphic organizers
 - visual aids
 - adapted tools/materials
 - templates



Are these Photographs Primary or Supporting?

These photos show only the **context** of the activity, but not what student was asked to do or evidence of his response.



What is Self-Evaluation?






Evidence that the student has:

- Selected work for the portfolio
 - Chose materials/activities
 - Reflected on performance (on reflection sheet or on Work Sample Description label)
 - Set their own goal for learning
 - Graphed or monitored their own performance
 - Checked off tasks accomplished on a list
 - Used a scoring rubric to rate their own performance
 - Self-corrected their work (as indicated by the teacher)
-
- Self-evaluation must be done by the student, not by the teacher




Examples of Reflection (Self-Evaluation)

Student selected a response

I think this activity was...

fun 	okay 	boring 
--	---	---

I think I did...

great 	okay 	awful 
---	--	---

Name: Student name Date: 11/2/11

Self Evaluation

1. I needed

A lot of help from an adult

A little help from an adult

No adult help

2. My work

Is the best work that I can do

Can be done better

3. I think this work was

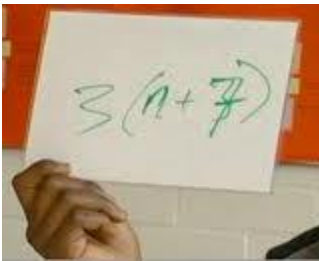
Easy

Just right

Difficult

Generalized Performance

- Documenting the use of different instructional methods and approaches to assess the same skill.
- Different presentation/response formats, for example, using:
 - Multiple-choice and open-response formats
 - Verbal and written responses
 - Varied media and materials (not only paper/pencil)
 - Work completed at home or in a community setting



NOTE: Different **settings** and **people** assisting the student do not by themselves demonstrate generalized performance.

Use age-appropriate materials

The examples below, and others like them, are inappropriate in the portfolios of students.



- ♦ Use respectful tasks that are meaningful and developmentally-appropriate.

Portfolio Due Date:

Portfolios must be picked up from the school by UPS on or before **Monday, April 1, 2013.**



Late portfolios will not be scored!

Contact Information:

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Measured Progress
Email: froton.kevin@measuredprogress.org